DOCUMENT RESUME

ED 241 692 CE 038 348

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TITLE Project Lead the Way (PL 94-482). Career Guidance Summer Workshop.
INSTITUTION North Arlington School District, NJ.
PUB DATE 15 Aug 83
NOTE 80p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Audiovisual Aids; Career Development; *Career Education; Curriculum Development; Educational Cooperation; *Educational Planning; *Fused Curriculum; Instructional Materials; *Interdisciplinary Approach; *Learning Activities; Program Descriptions; Program Development; *Program Implementation; Program Improvement; Secondary Education; Workshops

ABSTRACT

A workshop was conducted at North Arlington High School in the summer of 1983 to coordinate the school's expanded career education program, Project Lead the Way, which encompasses grades 8 through 11. During the workshop, teachers and counselors reviewed student evaluations of the past year's program; planned for the following year's program; and set up dates, schedules, materials, field trips, and speakers for the 1983-84 school year. This document contains descriptions of each of the components of Project Lead the Way, along with instructions for setting up workshops, and timetables and dates for the various activities to be scheduled for the programs. The programs are intended to be infused into English, mathematics, and other subject areas of the school's curriculum. (KC)

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PROJECT LEAD THE WAY (PL 94-482)

CAREER GUIDANCE SUMMER WORKSHOP

North Arlington High School
Frank Kartan, Coordinator
Project Lead the Way
July 18, 1982 - August 15, 1983

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TO: Anthony Blanco, Principal North Arlington High School

FROM: Frank Kartan, Guidance Counselor and Coordinator of Project Lead the Way

RE: Request for Independent Summer Career Workshop

DATE: April 27, 1983

Dear Mr. Blanco:

As you are aware, I have coordinated an expanded career program at North Arlington High School that has included a five day junior career week called "Things to Do the Second Half of the Junior Year" which also included field trips and speakers; a five part sophomore career program entitled "Sophomore Career Exploration and Awareness" which also included job descriptions that I ran off from the GIS computer; postal card writing in the English II classes; a Grade 9 Career Opportunity Filmstrip Program during the entire months of February and March including an orientation program by me; a Grade 8 Livelyhoods Filmstrip Program from October to January; grade 8 decision-making survey in March; GIS job descriptions; and postal card writing in May.

As you are also aware, I have directed and coordinated field trips to the Bergen Record, Prudential, twice to ADP, Fisher Scientific Chemical Processing Manufacturing Division, WPIX, University Hospital, Exxon Research, and IBM. I have had speakers from PSEG (Computer Programming), NJ Natural Gas (Accounting), Ford Export (Automotive), Western Electric (Career Planning), ADP (Data Processing) and NJ University Hospital (Medical Careers). On an average, the outside speakers have each serviced 80 students, and each field trip has included 30 students.

It also stands to reason that I have about 200 students to counsel; students all of whom I have seen for individual conferences and have also worked with closely according to "normal" counseling procedures.

In order to coordinate a program of this nature, time is needed to plan, to review student surveys, to set up dates, materials, field trips, and speakers. Therefore, I am requesting, as recommended by William Ferguson, Director of Guidance, an independent career workshop similar to last year's 12 day program that ran in July. I believe that much work can be accomplished during this 12 day period in order to have another successful career program infused in the English III, English II, Freshman, and English 8 classes during the 1983-84 school year.

The time available will be used for the following objectives:

1. Coordinate the results of two sophomore surveys and a freshman survey.

2. Coordinate the results of the junior survey.

3. Coordinate the schedules of the grades 8 - 11 career programs.

4. Coordinate a possible expansion into the elementary grades.

5. Set up speakers and field trips for the junior phase of Project Lead the Way.

Again, time is needed outside the normal school year to successfully coordinate the coming year's career program. It is impossible to develop this immense program on a day to day basis when normal functions of counseling take place. Please check with William Ferguson. I have applied for funding under PL 94-482.

Sincerely,

Frank Kartan

FK:rr

cc: Harry Steiner, Superintendent of Schools
William Ferguson, Director of Guidance

NORTH ARLINGTON HIGH SCHOOL
PROJECT LEAD THE WAY

Summer 1983

A federally and board of education funded summer career workshop entitled Project Lead the Way has been scheduled from July 18, 1983 to August 12, 1983.

PURPOSE

In order to coordinate the expanded career program Project Lead the Way that presently includes grades 8 through 11, time is needed to review student evaluations of this past year's program, to plan for the following year's program and to set up dates, schedules, materials, field trips, and speakers for the 1983-84 school year.

OBJECTIVES

The following objectives are designed to be accomplished during this summer workshop:

1. To coordinate and review the results of the grade 8 student evaluations of their approximately 20 hour career program.

2. To coordinate and schedule the grade 8 "Livelyhoods" Filmstrip - "Career Decision-Making Survey" - "Postal Card" writing program infused within the grade 8 English, arithmetic, science, and social studies classes.

3. To schedule the freshmen "After High School - What?" orientation and the Career Opportunity Filmstrip portion of Project Lead the Way.

4. To coordinate and review the results of two sophomore surveys relating to the "Sophomore Career Exploration and Awareness Program" (SCEAP).

5. To schedule the sophomore career portion of Project Lead the Way.

6. To coordinate and review the results of the junior surveys relating to Junior Career Week.

7. To plan and schedule the Junior Career Week portion of Project Lead the Way entitled "Things to do the second half of the junior year".

8. To review the portion of the sophomore survey that relates to the career cluster interest.

9. To set up a schedule of speakers and field trips for the junior phase of Project Lead the Way.

10. To review possible ways of expanding the career program into the elementary levels.

11. Letter to parents explaining the multiple year career program at North Arlington High School.

PROBLEM

As a person physically develops from birth to early childhood, from adolescence to adulthood, he/she must also begin a trend of development towards some future career in the world of work. Career development is related to a developmental process which extends during one's entire life span. During this time a person should develop the capacity for and the engagement in work as an integral part of his life.

In the life span of a student, a process of career education and career guidance must be initiated, implemented, and continued in order to improve the quality of vocational guidance and counseling programs and activities at North Arlington High School. There is a need to enhance the development of a structured program for all students to benefit from. There is a need for a career guidance program to include definite phases that will allow all students a career developmental process that will help nurture the human growth and development process. The career guidance program must include developmental phases that allow for career awareness and career exploration but, again, in a structured and direct method.

For the past five years in the North Arlington High School, there has been a steady increase in the drop-out rate. We believe this increase is due, in part, to a lack of a structured, sequential career guidance program. These students who leave school before receiving their diplomas have little or no realization of the declining job market, and the educational and/or vocational training needed for many jobs. Unfortunately, this realization comes to them as they find themselves either in menial low-paying jobs, or on the unemployment lines.

Furthermore, there is an unrealistic attitude that flourishes in high school students when they discuss their future plans. Students, unaware of the educational requirements of a particular career, will not take those courses needed to meet minimal entrance requirements. For example, some students do not realize that certain careers require college degrees. Therefore, they do not pursue a "college preparatory" course of study, and when they find themselves in the middle of their junior or senior years, it is too late to take courses needed to meet college entrance requirements.

It is believed that with a structured, sequential career awareness program (to be provided in the tenth grade and continuing through high school graduation) these students will be more aware of the pitfalls of dropping out, as well as the very real benefits of staying in school.

Students, for the most part, are not aware of the career opportunities that are available to them. Those who have this knowledge do not readily recognize the requirements necessary to insure success in the fields they choose as potential careers. Furthermore, there are students who do not know the requirements necessary to enter the field of their choice.

Via student surveys, counselors' evaluations of student concerns (emotional and educational, and input from faculty and administration, the needs of the students have been more strictly defined, and project objectives and procedures reflect these needs.

The solution to these problems, explained briefly, is directed to offer structured, sequential and coherent assistance to all students in order that they begin to make realistic career decisions that could lead to better educational planning and occupational choices during and after their senior year in high school.

RELATED RESEARCH

There is a need for students to be provided with career awareness and knowledge about jobs (positions, scales, alternatives, etc.). J. D. Krumboltz, in the "Parable of the Good Counselor"[1] notes that some clients don't know the answers to vital (career-oriented) questions; they do not even know what questions to ask (about a career). The client should know specific things about an occupation before he enters.

Ginsburg and his associates were concerned with the developmental process of making a vocational choice.[2] Their theory is based on the belief that each individual selects a particular occupation, not through chance but through developing patterns of activities that are largely irreversible and occur throughout the formative years of a child's life. In their period of tentative choices during early and later adolescence, these children proceed through four stages:

1. The interest stage, in which the pre-adolescent makes choices primarily in relation to his interest.

2. The capacity stage, in which the individual becomes more aware of the necessity for introducing realistic elements into their considerations.

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[1] From Personnel and Guidance Journal, October 1964, page 118.

[2] See Occupational Choice: An Approach to General Theory, Columbia University Press, New York, 1951, page 271.

3. The value stage, characterized by the adolescent's attempts to find a place for herself in society.

4. The transition stage, in which the individual approaches the end of high school and must look forward to either work or additional education.

Unfortunately, many students are unaware of the possible necessity of higher education when making career choices. Super and Overstreet concluded that the typical ninth grade boy has not yet reached a stage at which wisdom of vocational preference can be expected.[3] It was also noted that the information that these boys had regarding the duties, conditions of work, and other important characteristics of their preferred occupations was found to be limited. It is believed that a structured career orientation and exploration program should be offered to the students so they can better understand what will be expected of them in particular careers - and the students agree. According to the Nationwide Study of Student Career Development by Prediger, Roth, and North (1973), help with making career plans was by far the major area of need indicated by eleventh graders, but only 13% of these students feel that they receive sufficient assistance with career planning from their schools; another 37% feel that they receive "some" help. However, 50% of the eleventh grade students stated that they receive little or no help with career planning.

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[3]Super, D. E. And Overstreet: The Vocational Maturity of Ninth Grade Boys: Career Pattern Study Monograph 2. Teacher's College Press, Columbia University, New York, 1960.

GRADE 8 - PART I
LIVELYHOODS FILMSTRIP CAREER PROGRAM - AN AWARENESS

North Arlington High School
Guidance Department
Project Lead the Way
Frank Kartan, Coordinator

GRADE 8 LIVELYHOODS FILMSTRIP CAREER PROGRAM

I. Introduction - Grade 8

Livelyhoods Filmstrips and Cassettes were purchased from Time Share Corporation (TSC) with Federal Funding under PL 94-482 for PROJECT LEAD THE WAY. Livelyhoods consists of sixteen filmstrips and cassettes. One pair includes an introduction and overview of the entire series, while each of the other fifteen focuses on one of the Department of Labor Occupational Clusters. The filmstrips will be infused into the grade 8 subject classes of English, mathematics, science and social studies and will be shown by the individual academic teachers.

II. Purpose

The main purpose of infusing the Livelyhoods filmstrips within the grade 8 academic classroom environment is to introduce the students to about over ninety (90) people who have found their places in the world of work in jobs that do not come to mind immediately. The ninety (90) or more jobs for the most part should help broaden each student's awareness to some of the more than 20,000 different jobs in this country.

It is also important to point out to the student the distinct lifestyle of jobs. There normally is a correlation between a person's lifestyle and the lifestyle of the job which that person chooses. An important facet of the Livelyhoods Program is the highlighting of jobs that require a variety of educational or training backgrounds; jobs that occur in many different work locations; jobs that reflect diverse interests and aptitudes; and lastly, jobs that represent several levels of availability.

III. Objectives

Student objectives of the Livelyhoods Career Program for grade 8 students are that:

1. Students will become aware of the fifteen (15) occupational clusters.
2. Students will be cognizant of six people and their lifestyle jobs in each occupational cluster.
3. Students will broaden their knowledge of over ninety jobs in a country of 20,000 different jobs.
4. Students will be introduced to job training, educations, and other traits and qualifications of the jobs presented.

IV. General Design

The Livelyhoods Filmstrip Program is designed to be infused into four academic subject classes of the grade 8 level. This phase would take place from October through January. It would include the participation of grade 8 students and would be in conjunction with the following occupational clusters and related classes:

English 8	- Introduction
	- Communication and Media
	- Marketing and Distribution
	- Personal Services
Arithmetic 8	- Business and Office
	- Transportation
	- Construction
	- Manufacturing
Science 8	- Agribusiness and Natural Resources
	- Marine Science
	- Environment
	- Health
Social Studies 8	- Fine Arts
	- Consumer and Homemaking Education
	- Public Services
	- Recreation

Each English, arithmetic, science and social studies teacher on the grade 8 level will follow the procedural objectives:

a. To provide students with sixteen Livelyhood Filmstrips, including an introductory filmstrip and fifteen occupational clusters filmstrips, according to designated selections in March and April.

b. To show the general and common aspects of an entire occupational cluster, including over ninety jobs.

c. To supplement filmstrips with discussion using Exploring Careers from the U.S. Department of Labor, Bureau of Labor Statistics.

V. Grade 8 Livelyhood Filmstrip Program
Suggested Academic Teacher Orientation Timelines

September	- Meet with Jack Delaney, grade 8 counselor
	- Review timeline for actual program in October through January and meet with grade 8 teachers involved.
	- Set up program with individual teacher to review each occupational cluster filmstrip he/she will show.
October - January	- Actual program

VI. Tentative Filmstrip Viewing Timeline 1983-1984

Date	Cluster	Classroom
October 3	Introduction and Orientation	English 8
October 10	Business and Office	Arithmetic 8
October 17	Agribusiness and Natural Resources	Science 8
October 24	Fine Arts and Humanities	Soc. Studies 8
October 31	Communications and Media	English 8
November 7	Transportation	Arithmetic 8
November 14	Marine Science	Science 8
November 21	Consumer and Homemaking Education	Soc. Studies 8
November 28	Marketing and Distribution	English 8
December 5	Construction	Arithmetic 8
December 12	Environment	Science 8
December 19	Public Services	Soc. Studies 8
January 2	Personal Services	English 8
January 10	Manufacturing	Arithmetic 8
January 16	Health	Science 8
January 23	Recreation	Soc. Studies 8

GRADE 8 - PART II
CAREER DECISION-MAKING SURVEY - GIS JOB DESCRIPTION - POSTAL CARD PROGRAM

North Arlington High School
Guidance Department
Project Lead the Way
Frank Kartan, Coordinator

GRADE 8 CAREER DECISION-MAKING SURVEY - GIS PROGRAM

I. Introduction - Grade 8

The grade 8 students will be given the Harrington/O'Shea Career Decision-Making Survey in their English 8 classes by the guidance counselors. After expressing their likes and dislikes of many job activities, they will review their career clusters that include typical jobs, related school subjects, job values and individual abilities needed. Students will then complete a job description request form with a career or job that they are interested in. In turn, students will receive a job description from the Guidance Information Service (GIS) computer hook-up.

II. Purpose

The main purpose of the grade 8 career program is to assist the students in becoming cognizant of the likes and dislikes of many job activities. Through the use of the Harrington/O'Shea Career Decision-Making Survey, the students will be involved in a process of career decision-making, which is a long process and not an overnight process. After reviewing career clusters, the students should be able to choose a career or job that they would like to recieve more information on. A further important purpose of the Harrington/O'Shea Decision-Making Survey is that the results of the survey will assist the grade 8 students with their individual course selections for the ninth grade.

III. Objectives

Student objectives of the Harrington/O'Shea - CIS Career Program for grade 8 students are that:

1. Students will be able to express their likes and dislikes of 120 job activities.

2. Students will become aware of how their interest patterns relate to certain specific career clusters.

3. Students will discover typical jobs included in each cluster.

4. Students and parents will become cognizant of the related school subjects suggested, the job values affiliated, and the abilities needed for each cluster.

III. Objectives - continued

5. Students will select a career for themselves and complete a job description request form.

6. Students will receive and review a career job description from the Guidance Information Service (GIS) computer hook-up.

7. Students will write for, receive, and review additional career literature from professional organizations and private companies.

8. Students will be aided with their grade 9 course selections.

9. Students will be afforded the opportunity to evaluate the complete program.

IV. General Design

The Harrington/O'Shea - GIS Program is designed to be infused within the grade 8 English classes at North Arlington High School. This phase would take place at the end of February immediately before the students select their courses for their freshman year. It would include the participation of grade 8 students and would be in conjunction with the following grade 8 English classes and teachers, respectively:

Period	Class	Teacher	Room
1	Language Arts 8	Mrs. Singler	312
2	Language Arts 8	Mrs. Singler	312
3	Language Arts 8	Miss Kucinski	312
7	Language Arts 8	Mrs. Singler	311
8	Language Arts 8	Miss Kucinski	304

IV. General Design - continued

The procedural objectives are as follows:

Part A - To provide an instrument that would allow each student to explore occupational interests. Guidance counselors will administer the Harrington/O'Shea Decision-Making Survey to students in the English 8 classes during their class period. This part of the program is to have the student explore self-interest in careers and jobs. The self-scoring survey would be used as a "food for thought" type process that would point out to the student clusters of jobs available in career catagories. That evening students would be asked to further explore their results with their parents.

Part B - To allow students to select a specific job or career by completing their Guidance Information Service (GIS) Job Description Request Form. On the second day, guidance counselors will review with students, in general, the decision-making survey and will have students complete their GIS Request Form with a specific job or career. This will take place during the class period of the English 8 classes.

Part C - To distribute to each student a computer job description for their selected career and to allow time and material for each student to request additional career literature by writing a postal card to addresses provided on the job description.

All grade 8 students would receive a computer job description in their English 8 classes and would proceed under the supervision of the English 8 teacher to write a business letter postal card to the address provided on the job description for the purpose of obtaining further career literature.

Part D - To meet individually for a brief conference with his/her guidance counselor to discuss his/her career interest and update their personal files.

Part E - To allow grade 8 students the opportunity to evaluate the entire year's career experience.

Suggested Teacher Orientation Timeline

September	-	Meet with Department Chairpersons and discuss total program.
October	-	Meet with academic teachers involved and discuss total program.
February and May	-	Actual program.

Tentative Grade 8 Survey - GIS Program Timeline - 1984

Part A	-	February 28	- English class
Part B	-	February 2[illegible]	- English class
Part C	-	May 10, 11	- English class
Part D	-	April - May	- Guidance Department
Part E	-	May 31	- English class

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT

TO: Grade 8 Students in Class of 1987

FROM: Frank Kartan, Guidance Counselor, Project Lead the Way

RE: Grade 8 - Career Program Survey

During this year you had almost 20 hours of career education that included 16 Livelyhoods Filmstrips, The Harrington/O'Shea Decision-Making Survey, job descriptions, and recently a postal card unit for more career information. Please complete the following survey now:

1. I think the 16 Livelyhoods Career Filmstrips on over 90 careers seen between October and January with Mr. Kartan _____ were interesting _____ were not interesting.

2. The 16 Filmstrips _____ did make me aware _____ did not make me aware of some of the many different jobs that do exist in the world of work.

3. I thought The Harrington/O'Shea Decision-Making Survey was _____ helpful _____ not helpful to me.

4. I _____ did receive _____ did not receive CIS computer job descriptions from Mr. Kartan recently.

5. I _____ wrote _____ did not write a postal card in my English 8 class for more career literature.

6. I've _____ shown _____ not shown my parents/guardian the career literature received.

7. I believe the entire Grade 8 Career Program to be _____ worthwhile _____ not worthwhile.

8. List any other comment. _____
_____
_____
_____
_____

NORTH ARLINGTON HIGH SCHOOL
PROJECT LEAD THE WAY

Summer 1983

TO: Members of the Faculty and Administration

FROM: Frank Kartan, Coordinator - Project Lead the Way

RE: Grade 8 Career Program Survey Results

On June 2, 1983, the grade 8 students evaluated the 20 hour career program that took place during the year. A total of 119 students out of 125 students or 95% participated in the survey. The results are as follows:

1. 87 students or 73% thought the 16 Livelyhoods Career Filmstrips on over 90 careers seen between October and January with Mr. Kartan were interesting and 32 students or 27% did not.

2. 108 students or 91% said the 16 filmstrips did make them aware of some of the many different jobs that do exist in the world of work and 10 students or 8% did not.

3. 92 students or 77% thought the Harrington/O'Shea Career Decision-Making survey was helpful and 26 students or 22% did not.

4. 119 students or 100% did receive GIS computer job descriptions from Mr. Kartan.

5. 119 students or 100% did write a postal card in their English 8 class for more career literature.

6. 92 students or 77% showed their parents/guardian the career literature received and 27 students or 23% did not.

7. 107 students or 90% believed the entire grade 8 program to be worthwhile and 11 students or 9% did not.

8. As of this survey, which was three weeks after the postal card writing, 76 students or 64% already received additional career literature in the mail and 43 students or 36% did not.

COMMENT: A majority of the grade 8 students found the "Livelyhoods" Career Filmstrips and the Harrington/O'Shea Decision-Making Survey interesting and helpful. Each and every student received at least two (2) GIS computer job descriptions and also wrote one (1) free postal card for additional literature. Suprisingly, a large percentage of students shared their career literature with their parents or guardian and almost two-thirds of the students already received additional career literature in the mail. Outstanding is the fact that 90% of the grade 8 students found the entire career program to be worthwhile. Coincidentally, many of the students who did not favor the filmstrips or decision-making survey did not share the career literature with their parents or guardian.

GRADE 9 "AFTER HIGH SCHOOL - - - WHAT?"
CAREER OPPORTUNITY FILMSTRIP PROGRAM

North Arlington High School
Guidance Department
Project Lead the Way
Frank Kartan, Coordinator

GRADE 9 - PART I
"AFTER HIGH SCHOOL - - - WHAT?"

I. Introduction

"After High School - - - What?" brochures were purchased from Channing L. Bete Company Incorporated with federal funding under PL 94-482 for Project Lead the Way. The brochures contain 15 pages of information to assist students in grade 9 in their decision-making process. The brochures with transparencies of each page will be used as a learning instrument within the English 8 classes during a one day seminar.

II. Purpose

The main purpose of infusing the "After High School - - - What?" brochures as a grade 9 program is to provide the students with information to assist them in understanding themselves - a key to decision-making in the world of work. Discussion will center around planning, self-profiles, types of jobs, narrowing the field, how to prepare for a career, and after graduation. This program is geared as an orientation for grade 9 students and also paves the way for the second phase Grade 9 Career Opportunity Filmstrip Program.

III. Objectives

Student objectives of Part I for freshmen are that:

1. Students will realize that career decision-making is a continuous process that requires planning.
2. Students will become aware that they must understand themselves and develop a self-profile.
3. Students will be cognizant of different types of employment.
4. Students will learn about the process of narrowing their career field.
5. Students will discover steps to take in school to prepare for a career in their future.
6. Students will understand the purpose of the second part of their program that will include ten Career Opportunity Filmstrips.

IV. General Design

The "After High School - - - What?" program is designed as a one day orientation seminar in each English 9 class to assist ninth grade students in their preparation for their future in the world of work. This phase will take place on Monday, January 30, 1984.

A guidance counselor will follow the procedural objectives:

1. To provide students a full period seminar on ways to prepare themselves for after high school.

2. To use transparencies of each page of the brochure "After High School - - - What?" as a base for the classroom presentation.

3. To provide each student with a copy of the brochure "After High School - - - What?" to share with their parents.

4. To allow discussion on their planning, self-knowledge, types of jobs, narrowing the field and steps to take while still in high school to prepare for after college.

5. To briefly review Part II Grade 9 Career Opportunity Filmstrip Program that will take place in February and March.

Suggested Orientation Timeline

September	- Meet with department chairpersons and discuss total program.
November	- Meet with English 9 teachers and discuss total program.
January 30, 1984	- Actual program.

GRADE 9 - PART II
CAREER OPPORTUNITY FILMSTRIP PROGRAM

I. Introduction

Career Opportunity filmstrips were purchased from Time Share Corporation (TSC) with federal funding under PL 94-482 Division of Vocational Education for PROJECT LEAD THE WAY. The ten filmstrips are in ten academic subjects and depict career opportunities in English, social studies, mathematics, foreign languages, science, fine arts, industrial arts, business, home economics, and subject classes and will be shown by the individual academic teacher of that discipline.

II. Purpose

The main purpose of infusing the Career Opportunity Filmstrips within the grade 9 academic classroom environment is to assist students in understanding the importance of the world of work as it relates to a particular subject or discipline. Students must be given the rationale that correlates the subject matter learning process to some of the many career opportunities in the world of work. This rationale would assist the student in his/her course selection process during his/her remaining three years in high school. Students, for the most part, are not aware of the career opportunities that are available to them. Those who have this knowledge do not readily recognize the requirements necessary to insure success in the fields they choose as potential careers. The Grade 9 Career Opportunity Filmstrip Program would be an addition directed to offer structured, sequential and coherent assistance to all freshmen in order that they begin to make realistic career decisions that could lead to better subject selections, good educational planning, and the start of decision-making process leading to occupational goals during and after their senior year in high school. More importantly, it would show the relationship of subjects to career.

III. Objectives

Student objectives of the career program for freshmen are that:

1. Students will be cognizant of seceral careers that are directly related in each of their academic subjects.

2. Students will become aware of the importance of their academic subjects to the many career opportunities in the world of work.

3. Students will relate skills that are necessary for the careers reviewed in the filmstrip.

III. Objectives - continued

4. Students will discuss training that is required for careers reviewed in the filmstrip with additional material.

5. Students will review additional listings of career opportunities in each subject or discipline using the brochure "After High School - - - What?".

6. Students will be able to use materials they receive with their parents to aid them in their course selections in high school during the month of March.

IV. General Design

The Career Opportunity Filmstrip Program is designed to be infused into the ten academic subject classes of the freshmen level at North Arlington High School. This phase would take place during the month of February immediately before the students select their courses for their sophomore year. It would include the participation of grade 9 students and would be in conjunction with the following disciplines and related classes:

	Discipline	Classes
1.	Career Opportunities in English	English 1, English 1C
2.	Career Opportunities in Social Studies	History 1, History 1C
3.	Career Opportunities in Mathematics	Algebra 1, Algebra 2-9, PreTech Math
4.	Career Opportunities in Foreign Languages	French 1, Spanish 1
5.	Career Opportunities in Science	Pathways in Science 9, Principles of Science 9, Advanced Science 9
6.	Career Opportunities in Fine Arts	Art Workshop
7.	Career Opportunities in Industrial Arts	Graphic Arts 1
8.	Career Opportunities in Home Economics	Home Economics
9.	Career Opportunities in Physical Education	Health
10.	Career Opportunities in Business	Business Math

IV. General Design - continued

Each academic teacher will follow the same procedural objectives:

1. To provide students with a 10-12 minute filmstrip on career opportunities directly related to their academic subject infused within the actual classroom situation.

2. To provide discussion on the careers viewed in the filmstrip.

3. To remind each student of copies of Channing L. Bete Company brochure "After High School - - - What?" that they have already received.

4. To remind each student of the list of the varying careers related to each academic discipline found in the brochure.

5. To recommend student discussion of filmstrip and material with their parents.

6. To provide students with the thought of using the career opportunity experience when making their academic subject selections for the following year.

Grade 9 Career Opportunity Filmstrip Program

Suggested Academic Teacher Orientation Timeline

September	Meet with department chairpersons and discuss total program.
November	Meet with all academic teachers involved and discuss total program.
January	Set up program with individual teacher to review filmstrip of individual teacher's discipline.
February - March	Actual program.

FRESHMEN CAREER OPPORTUNITY FILMSTRIP PRESENTATION TIMELINE

DATE	1/31	2/2	2/6	2/9-2/10	2/13	2/16	2/27	3/1	3/6-3/7	
SUBJECT	Eng. 1 Eng. 1C	Hist. 1 Hist. 1C	Art Wkshop.	Path., Prin.,Adv.	Gr. Arts	Bus. Math 1	Home Ec.	French 1 Spanish 1	Alg. 1/1C PreTech	Health
CAREER DISC.	English	Soc. St.	Fine Arts	Science	Indus.Art	Business	Home Ec.	Language	Mathematics	Phys. Ed.
CLASS PERIOD										
1.		Hist. 1 202 Jones								Health 9 class each cycle
2.	Eng. 1C 311 Calabrese	Hist. 1 203 A. Calabrese		Princ.Sc.9 220 Bennett		Bus.Math1 202 Farrell	Home Ec. 110 O'Malley		Algebra 1 207 DeFuria	
3.	Eng. 1 311 Calabrese	Hist. 1C 203 A. Calabrese	Art Wkshop. 210 Miller		Gr. Arts 313 Garbowski			Spanish 305 Noda		
4.	Eng. 1C 311 Calabrese			Path.Sc. 9 219 Rapp Princ.Sc.9 220 Viscido				French 1 310 Kucinski		
5.	Eng. 1C 311 Calabrese		Art Wkshop. 210 Miller					Spanish 1 312 Poulo	Alg. 2-9 207 DeFuria	
6.	Eng. 1 311 Singler	Hist. 1 203 A. Calabrese		Adv.Sc. 9 218 Gerard Path Sc. 9 210 Rapp	Gr. Arts 313 Garbowski	Bus.Math1 301 Farrell			PreTech 207 Alg. 1 207 Kaelin	
7.		Hist. 1C 202 A. Calabrese								
8.	Eng. 1 311 Calabrese			Prin.Sc. 9 220 Bennett			Home Ec. 110 Bowen	Spanish 312 Poulo	Alg.1 206 Kaelin	

NORTH ARLINGTON HIGH SCHOOL
PROJECT LEAD THE WAY

July 27, 1982

TO: Mr. Steiner, Mr. Blanco, Mr. Praschak, Mr. Kinloch, Mr. Ferguson, Miss LaForge, Mr. Delaney, Mr. LaScala, Miss Poulo, Mr. Zimmermann, Department Chairpersons, NJ Department of Vocational Education

FROM: Frank Kartan, Coordinator
Project Lead the Way

RE: Results of Teacher Evaluation of February, 1982, Freshmen Career Opportunities Filmstrip Program

During the entire month of February a total of nine (9) career opportunity filmstrips in subject related disciplines were shown to ninth graders in an overall rigid and structured schedule. Jobs in health and physical education filmstrips were shown at the end or beginning of each new seven week health cycle of the grade 9 level.

The following are the results of eighteen (18) teachers' evaluations of the February, 1982, Freshmen Career Opportunities Filmstrip Program:

1. 2 teachers or 11% felt that the career filmstrip shown in their class to ninth graders was excellent; 14 teachers or 78% thought the filmstrip was good; and 2 teachers or 11% thought it to be fair.

   COMMENT: 89% of the teachers involved in the February Freshmen Career Opportunities Filmstrip Program felt that the filmstrips were good to excellent.

2. All 18 teachers or 100% felt that the students were attentive during the filmstrip.

   COMMENT: Students evidently found the filmstrips interesting.

3. 17 teachers or 94% felt that the students were receptive to the filmstrip and only 1 teacher or 6% stated that the students were not receptive.

   COMMENT: Large majority of teachers felt that students were receptive to the career filmstrip. This is a very positive response.

4. 16 teachers or 89% said that there was student classroom discussion following the filmstrip, while 2 teachers or 11% did not.

   COMMENT: Very good participation by students in discussion after the filmstrip. Industrial Arts Filmstrip shown in General Shop classes was seen already by some students within Graphic Arts classes.

5. 15 teachers or 83% stated that the discussion that followed was good; 2 teachers or 11% found it fair; while 1 teacher found it poor.

   COMMENT: Good discussion for first time Grade 9 Program on career infused within academic classes.

6. 17 teachers or 94% said that they were able to interject some of their own experiences during the discussion, while only 1 teacher did not.

   COMMENT: Teachers' experiences in the work world are valuable to students in their classes.

7. 13 teachers or 72% thought that the list of additional jobs in the individual's discipline was good to distribute to each student, while 4 teachers or 22% did not. List of jobs in physical education and health were not distributed.

   COMMENT: Majority of teachers felt that list of additional jobs made students aware of the many additional jobs available.

8. 14 students or 78% thought that the students benefited by receiving a career brief on one of the jobs viewed in the filmstrip, while 3 teachers or 17% did not. One teacher did not distribute the career briefs.

   COMMENT: Many teachers felt that the career briefs made the students aware of what kind of material is available to them.

9. 17 teachers or 94% thought that the February Freshmen Career Opportunities Filmstrip Program is a good way to assist grade 9 students in becoming more aware of the world of work and their own career decision-making process, while 1 teacher did not.

   COMMENT: Most, if not all, teachers felt that students awareness to the world is most important and needed on the grade 9 level.

10. 17 teachers or 94% felt that the Career Opportunity Filmstrip Program to be basically worthwhile, while only 1 teacher felt it not worthwhile.

    COMMENT: 94% positive response must be considered as an excellent reason to continue frehsmen part of Project Lead the Way.

The following are teachers comments on the program:

1. "This type of program should be done in all grades".

2. "I think it is important for students to become aware of the various careers available to them, so it is a good idea to begin with them at an early age".

3. "I am very pleased to see that NAHS is doing something to promote foreign language".

4. "Students had seen too many filmstrips at one time".

5. "Very Good".

6. "I believe that overall it was a positive influence on the students in terms of making them aware of career opportunities that they may not have realized existed. A very worthwhile program".

7. "It's a good tool to get both teachers and students discussing possible career opportunities. The program is good".

GENERAL CONCLUSION

Majority of teachers who participated in the Freshmen Career Opportunity Filmstrip Program thought that the program was a positive approach to career awareness on the grade 9 level. Combined with the grade 8, 10, and 11 programs in Project Lead the Way the grade 9 programs is an integral part of the structured approach used to reach all students at North Arlington High School in a developmental manner. The filmstrip program may be expanded over a two month period.

GRADE 10 "SOPHOMORE CAREER EXPLORATION AND AWARENESS PROGRAM"
(SCEAP)

North Arlington High School
Guidance Department
Project Lead the Way
Frank Kartan, Coordinator
Summer 1983

PROJECT LEAD THE WAY

SCEAP STUDENT OBJECTIVES

The students' objectives of the Sophomore Career Exploration and Awareness Program (SCEAP) are as follows:

1. Students will be cognizant of the vast amount of career literature and information in the North Arlington High School Guidance Department.

2. Students will examine themselves via the results of the Harrington/O'Shea Career Decision-Making Survey by expressing their likes and dislikes of many job activities in the world of work.

3. Students will be given information that will help them be aware of the employment outlook for their career choices.

4. Students will decide on several tentative career choices of their own interest.

5. Students will review computer job descriptions from the Guidance Information Service (GIS) computer hook-up.

6. Students will request more career literature from professional organizations and industries through a postal card writing program infused with the English classes.

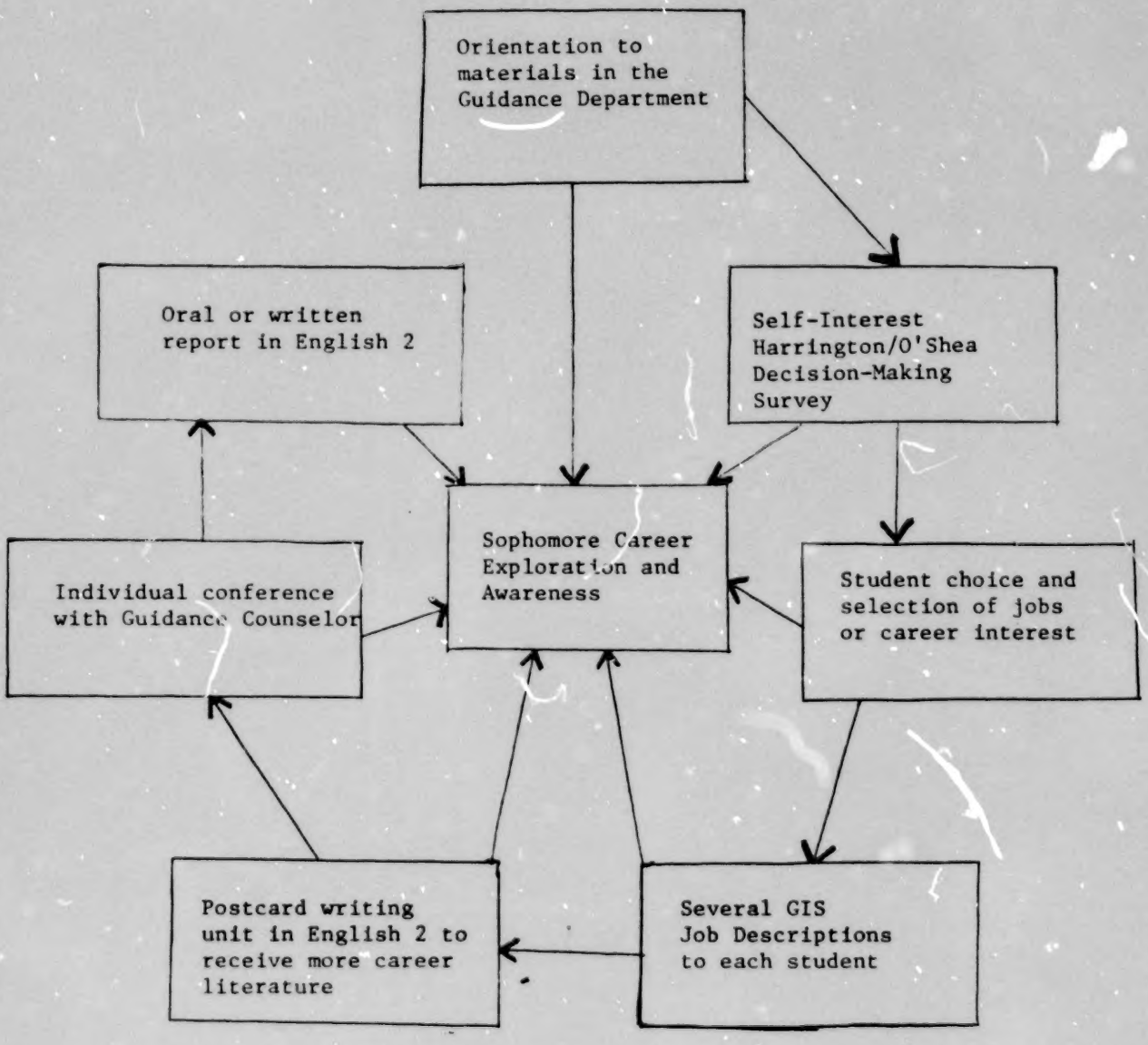
7. Students will have an individual conference with their Guidance Counselor.

8. Students will be able to discuss their career literature received with their parents or guardians.

PROCEDURES: General Design

Sophomore Career Exploration and Awareness Program (SECAP)

Procedural Flow Chart


Orientation to materials in the Guidance Department
Oral or written report in English 2
Self-Interest Harrington/O'Shea Decision-Making Survey
Sophomore Career Exploration and Awareness
Individual conference with Guidance Counselor
Student choice and selection of jobs or career interest
Postcard writing unit in English 2 to receive more career literature
Several GIS Job Descriptions to each student

PROCEDURES: GENERAL DESIGN

The sophomore year program entitled "Sophomore Career Exploration and Awareness" is designed to instill and motivate student interest and awareness of careers and the world of work we live in. This phase would take place during the second semester of the sophomore year and would include participation of and be in conjunction with the English 2 classes on small group and/or individual basis with the following procedural objectives:

A. To provide an orientation that would make students aware of the vast amount of career literature, materials and equipment available in the Guidance Department.

English 2 classes come to the Guidance Department for an orientation session geared to make the sophomore students aware of the vast amount of career literature available. There is random class division into cluster groups of five to eight students who would rotate every ten minutes with mini program presentations given by each counselor in the following areas after an initial orientation by the coordinator and distribution of Guidance Department Newsletter, "What Guidance Can Do For You":

1. Discussion of career and occupational briefs, guides, files, and handbooks.

2. Demonstration of Guidance Information System (GIS) computer hook-up; especially the Occupational, Armed Service, Four Year College, and Two Year College files.

3. Discussion of college and trade school catalogs and handbooks.

4. Demonstration of filmstrip projector with career and occupational information.

B. To provide an instrument that allows each student to explore his/her occupational interests.

Counselors administer the Harrington/O'Shea Decision-Making Survey to students in the English 2 classes during a class period. This part of the program is to have the student explore self-interest in careers and jobs. The self-scoring survey is used as a "food for thought" type process that would point out to the student clusters of jobs available in career catagories. Students are asked to further explore their results with their parents.

C. To allow students to select several of their specific career or vocational interests by completing their Guidance Information Service (GIS) Job Description Request Form.

Counselors distribute and discuss Prudential Insurance Career Brochures, distribute ten-year job outlooks from the Department of Labor, and students will complete their Guidance Information System (GIS) Job Description Request Form with several career or vocational interests. This would take place during the class period of the English 2 classes.

D. To distribute to each student a computer job description for each selected career and to allow time and material for each student to request additional career literature by writing postal cards to addresses provided on each job description.

All students receive their computer job descriptions in their English 2 classes and proceed under the supervision of their English 2 teachers to write two (2) postal cards to addresses provided on the job description for the purpose of obtaining further career literature.

E. To meet individually for a brief conference with his/her guidance counselors to further discuss his/her career interests.

F. To possibly prepare and present an oral or written report related to their career interests and additional materials received.

Students would possibly give an oral report or write a composition of their career interests and the materials received. This would be a graded part of the English 2 program and curriculum and would take place during the last marking period if time is available.

The career awareness and exploration phases are included within the English 2 class curriculum to become a more realistic study. A follow-up program that stimulates career planning, preparation and decision-making allows a thorough and efficient career development program at North Arlington High School.

It is a fact that the Guidance Department will continue to initiate and implement but also to expand a Sophomore Career Exploration and Awareness Program (SCEAP) to be structured for the tenth grade students during the second semester of their sophomore year. The program includes services designed not only to increase one's self-understanding and interest but also to improve and increase understanding of the educational and occupational opportunities available.

In essence, the sophomore career guidance stage of career development is designed to instill and motivate student exploration of interests and the awareness of careers and the world of work that they live in. The program does include the use of a Decision-Making Survey (example - The Harrington/O'Shea Decision-Making Survey to stimulate interest, the Guidance Information System (GIS) computer hook-up program for the dissemination of occupational information or job descriptions to all sophomore students, the infusion into the English 2 classes a unit of business letter or postal card writing for additional career literature, culminating with an oral or written report to relate their total sophomore career-related experiences).

PROJECT LEAD THE WAY

SOPHOMORE CAREER EXPLORATION AND AWARENESS PROGRAM
(SCEAP)

Guidance Department
North Arlington High School
January 1984

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT

January 1984

To: Sophomore Class of 1986

From: William F. Ferguson, Director of Student Personnel Services
Janet La Forge, Counselor
Frank Kartan, Counselor
John Delaney Counselor SATELLITE students.

Re: WHAT GUIDANCE COULD DO FOR YOU!

LEARN FROM YESTERDAY !! LIVE FOR TODAY!! PLAN FOR TOMORROW!!

A. Develope future career interests. Take every opportunity to IMPROVE-do not go in REVERSE and fall flat on your face! Get as much knowledge from your courses now! Remember you need 4 points to pass a course and 110 credits to graduate, but these are only minimum needs.

B. Perk up and start thinking about something worthwhile.
YOU-A CAREER AND YOUR FUTURE!

According to statistics, each one of you should live another fifty(50) years. It will be to your advantage to spend time thinging of plans for your career and vocation NOW - Prior to graduation.

Possibilities upon graduation are:

1. Immediate employment (occupation)
2. Trade or Technical schools (Vocation)
3. Nursing or Secretarial schools.
4. Two year Junior Colleges or Community Colleges
5. Four year colleges
6. Armed Services
7. Apprenticeships

C. Hey, let's stop playing games-the best way to get something done is to begin!

D. The Guidance Department WANTS to help you begin planning your future!

Information is available on careers, colleges, technical and trade schools, secretarial schools, nursing schools, occupations, financial aid-you name it-the Guidance Department has it-IF NOT-WE CAN GET IT!

1. Various Educational and Occupational Guides.
2. Occupational and Educational View Deck.

3. Career Briefs

4. Occupational Filmstrips

5. Files of career literature

6. College Catalogs

7. Catalogs on many forms of higher education

8. Scholarship and Financial Information

9. Armed Services information

10. Vocational information-apprenticeships

E. G.I.S. - What is it??

G.I.S. is GUIDANCE INFORMATION SYSTEM. A computer based system which can give you information about civilian and military occupations, four year and two year colleges, graduate schools, scholarships and financial aid.

ALTHOUGH G.I.S. WILL NOT MAKE ANY DECISIONS FOR YOU - HOWEVER - IT CAN HELP YOU LOCATE INFORMATION TO HELP PLAN YOUR FUTURE.

The GUIDANCE INFORMATION SYSTEM is located in the Guidance Office and contains the following files:

1. OCCU Occupational Information File

2. ASOC - Armed Service Occupational Section
Basic information on 105 occupations in the Armed Services.

3. COL 4 - FOUR YEAR COLLEGE FILE
Making a decision about a four year college (1753 colleges)

4. COL 2 - TWO YEAR COLLEGE FILE
Making a decision about a two year college. (1598 colleges)

5. GRAD-GRADUATE SCHOOL INFORMATION FILE
Making a decision about graduate schools. (1537 colleges)

6. AIDS-FINANCIAL AIDS INFORMATION FILE
Information about financial aid from federal government programs, private sources and State funded programs. (427 different aids)

7. NJVT-NEW JERSEY VOCATIONAL TECHNICAL FILE (698 schools)
Making a decision on technical, trade and secretarial schools.

F. TAKE GOOD CARE OF YOUR FUTURE BECAUSE THAT'S WHERE YOU'RE GOING TO SPEND THE REST OF YOUR LIFE!! There is a wealth of information available in the Guidance Department through the Guidance Information Service and your counselor. Work with your counselor and obtain as much information as possible. The NEDT (National Education Development Test) will be given on Thursday, February 16, 1984.

THE INFORMATION IS HERE-TO HELP YOU MAKE DECISIONS ON PLANNING YOUR FUTURE!

FK/mb

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEAPRTMENT

TO: Sophomores - Class of 1986

FROM: Guidance Deaprtment - Project Lead the Way

DATE: January 29, 1984

In order to give you some information from the GIS Computer on a career or vocation that you are interested in, please complete the following and return immediately to your English teacher:

NAME_____

ENLISH PERIOD_____ ENGLISH TEACHER_____

I am interested in information on the following occupation(s):

1. _____

2. _____

3. _____

Each student will receive their computer job descriptions in March in their English class and also 2 free postal cards and will write for additional career literature.

FK:rr

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT

February 4, 1983

To: All Sophomores

From: Frank Kartan, Guidance Counselor

Re: Evaluation of the Sophomore Career Exploration & Awareness Program

The last two parts of the career program include a job description computer printout that you will receive in March and postal card writing for additional literature. Will you please complete the following to help me evaluate the Career Exploration and Awareness Program that we had last week.

CHECK ONE ANSWER FOR EACH

1. I found the Career Decision Making Survey on Wednesday interesting and helpful_____not interesting or helpful_____.

2. I_____learned_____did not learn about the vast amount of career literature in the Guidance Department on Tuesday or Friday.

3. I_____discussed_____did not discuss leterature received with my parents.

4. I fould the entire program to be_____worthwhile_____not worthwhile.

5. I_____know_____do not know that I will receive more career literature.

6. Please list any comments or suggestions that you might feel important about the program.

_____

_____

_____

_____

_____

_____

_____

_____

_____

FK:mb

NORTH ARLINGTON HIGH SCHOOL
PROJECT LEAD THE WAY

TO: Mr. Steiner, Mr. Blanco, Mr. Praschak, Mr. Kinloch, Mr. Ferguson, Miss LaForge, Mr. Delaney, Mr. LaScala, Mrs. Singler, Mr. Zimmermann, Department Chairpersons, NJ Department of Vocational Education

FROM: Frank Kartan, Coordinator
Project Lead the Way (PL 94-482)

RE: Results of the preliminary evaluation of the Sophomore Career Exploration and Awareness Program (SCEAP)

The first three (3) parts of the five part Sophomore Career Exploration and Awareness Program (SCEAP) took place during the week of January 17, 1983. On February 4, 1983, the students in the sophomore English classes completed a preliminary survey to evaluate the program.

A total of 134 students participated in the survey.

The results are as follows:

1. 127 students or 95% said that they learned about the vast amount of career literature in the Guidance Department on Tuesday, January 18, 1983, or Friday, January 21, 1983, during a small cluster group orientation that centered about four guidance counselors and covered:

    a. Career and occupational briefs, guides, files, and handbooks.

    b. Demonstration of Guidance Information Service (GIS) computer hook-up.

    c. Discussion of college and trade school catalogs and transcripts.

    d. Demonstration of filmstrip projector with career and occupational information.

Only seven (7) students or 5% said that they did not learn about the vast amount of career literature in the Guidance Department.

2. 123 students or 92%found the Harrington/O'Shea Career Decision-Making Survey given on Wednesday, January 20, 1982, to be interesting and helpful while 11 students or-8% did not.

3. 86 students or 64% said that they discussed the career literature received during the program with their parents, while 48 students of 36% said they did not.

4. 121 students or 90% found the entire program to be worthwhile, while 13 students or 10% found it not worthwhile.

5. 122 students or 91% said that they knew that they will receive more individual career literature and 12 students or 9% said that they did not know.

CONCLUSION: Majority of students in the sophomore English classes found the preliminary parts of the Sophomore Career Exploration and Awareness Program to be a valuable means for assisting them in their career decision-making process. A positive increase in attitude towards the orientation and the decision-making survey was realized, and furthermore more students discussed the career literature with their parents or guardian.

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT
ENGLISH DEPARTMENT

March 9, 1983

To: Members of the Sophomore Class of 1985

From: Frank Kartan, Guidance Counselor, "Project Lead The Way".
Holly Singler, English Teacher
Harold Zimmermann, English Teacher

Re: Form Letter to send for additional career literature.

When you receive your Job Descriptions, you will receive two (2) post cards to send for additional career literature.

1. Choose two (2) jobs that you would like additional career literature and write the address from the Job Descriptions on the front of the post card.

2. Write your name and your return address on the back and include the following letter:

To Whom it May Concern:

I am a high school student who is interested in a career as_____.

Please send me as much career literature as possible so that I can use it for a career paper and also to help me decide on my career.

_____
(Your name)

FK:mb

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT

June 1983

TO: Members of the Sophomore English Classes
FROM: Frank Kartan, Guidance Counselor, Project Lead the Way
RE: Sophomore Career Exploration and Awareness Program Survey

During the year, your Guidance Counselors held an extensive career program that included a three day program in January, an individual conference with your counselor, GIS computer job descriptions, and free postal cards to write in your English 2 class for additional literature. The purpose of the program was to assist you in career awareness and decision-making for your future.

Please complete the following questionnaire now:

1. Did you have a brief individual conference with your Guidance Counselor in February, March or April?
_____Yes _____No

2. Did you receive your GIS computer job descriptions on the careers you asked information on in your English 2 class in March from Mr. Kartan?
_____Yes _____No

3. Did you recieve two (2) free postal cards and write for additional career literature in March in your English 2 class with Mr. Zimmermann or Mrs. Singler?
_____Yes _____No

4. Did you receive career literature from both places that you wrote to?
_____Yes _____No

5. If you answered question 4 "Yes" go to number 6. If you answered question 4 "No", did you receive any career literature from one place that you wrote to?
_____Yes _____No

6. If you received career literature, what was in on?_____

7. List the jobs or careers that you wrote for but did not receive literature in the mail._____

8. Do you think that this year's total program including the postal card writing, the mail received, job descriptions, decision-making survey, 4 career booklets from The Prudential Insurance Co. and the Guidance Department Orientation has helped you in thinking seriously about your career interest?
_____Yes _____No

9. Have you changed your mind about what career you want to follow in the future?
_____Yes _____No

10. What do you now want to do in the future? List career or job.
_____

11. If there are to be career speakers or field trips for your Junior Career Program next year, list the career or job you would be interested in:_____

STUDENT'S NAME_____

NORTH ARLINGTON HIGH SCHOOL
PROJECT LEAD THE WAY

TO: Mr. Steiner, Mr. Blanco, Mr. Praschak, Mr. Kinloch, Mr. Ferguson, Miss LaForge, Mr. Delaney, Mr. LaScala, Mrs. Singler, Mr. Zimmermann, Department Chairpersons, NJ Department of Vocational Education

FROM: Frank Kartan, Coordinator
Project Lead the Way (PL 94-482)

RE: Results of May 31, 1983, Sophomore Career Exploration and Awareness Program (SCEAP) Survey

On February 1, 1982, 121 students out of 134 students or 90% found the entire first three parts of SCEAP to be worthwhile, while 13 students or 10% found it not worthwhile.

On May 31, 1983, the students in the sophomore English classes completed a final survey to evaluate the last two parts of the career program which include job descriptions from the GIS computer hook-up, postal card writing for additional career literature and an individual conference by the student with his/her counselor.

A total of 124 students participated in the survey.

The results are as follows:

1. 99 students or 80% had a brief individual conference with their Guidance Counselor in February, March, or April, while 25 students or 20% did not.

   COMMENT: After checking the student's personal file, it was noted that most of the 25 students did have a short meeting with their counselor by the end of the year. Conference was used to update student personal files, give rank in class, check next year's schedule and discuss career choices at time.

2. 123 students or 99% did receive their GIS computer job descriptions on the careers they asked information on in their English 2 class in March from Mr. Kartan, while 1 person or 1% did not.

   COMMENT: Student in question received information before the end of the school year. Thus, every student in the English 2 classes received several career job descriptions from the GIS computer hook-up.

3. 123 students or 99% received two (2) free postal cards and wrote for additional career literature on March 9, 1983, in the English 2 classes with Mr. Zimmermann and/or Mrs. Singler, their English teachers, while 1 student or 1% did not.

   COMMENT: The student who did not write for literature did so before the end of the school year. Thus, every student in the English 2 classes did receive and write two (2) postal cards for additional career literature.

4. 67 students or 54% did receive career literature from both places that they wrote to, while 57 students or 46% did not.

   COMMENT: A majority of the students received additional career literature from both professional organizations or industries that they wrote to.

5. 44 of 57 students or 77% who did not receive career literature from both addresses did receive career literature from at least one of the addresses written to, while 13 of 57 students or 23% did not.

   COMMENT: 111 of the 124 students or 90% received additional career literature from professional organizations and industries written to, while only 13 students or 10% did not receive additional career literature in the mail. Careers of the 13 students will be reviewed and Time Share Corporation will be notified as to the occurrence and asked about dead addresses and up-dating process to make sure addresses used are valid.

6. 34 students or 27% said that they changed their mind about what career they want to pursue in the future, while 90 students or 73% said that they did not change their mind.

   COMMENT: Statistics prove that the total Sophomore Career Exploration Awareness Program (SCEAP) did constructively assist students in their present career decision-making process. The program basically assisted 73% of the students in reinforcing their decision and assisted 27% of the students in changing their mind. Obviously, the quantity and quality of career literature has added to each student's career decision-making process through exploration and awareness.

7. 114 students or 92% thought that this year's total Sophomore Career Program including the Guidance Department Orientation, the decision-making survey, the four (4) career booklets from Prudential Insurance Company, the job descriptions, the postal card writing, the mail received and the individual conference with the counselor has helped them think seriously about their career interest, while 10 students or 8% did not.

   COMMENT: An extremely high number of students in the sophomore English classes felt that the Sophomore Career Exploration and Awareness Program (SCEAP) has had an effect on their present choice(s) in their career decision-making process. The favorable student response improved from the preliminary student survey in February. Favorable response improved since all students received job descriptions, wrote for additional literature, and received additional career literature in the mail at their home addresses, all after the preliminary three (3) parts of the program. 92% positive student response is an excellent and most favorable response to a program geared to assist students in their career decision-making process.

Frank Kartan, Guidance Counselor
North Arlington High School
North Arlington, NJ 07032

August 2, 1983

Diane Parsons
TSC
Box 683
Hanover, NH 03755

Dear Diane:

As per our conversation on July 26, 1982, last year, I am enclosing a copy of our complete Career Education Program involving grades 8 through 11. I am also enclosing a copy of our latest June sophomore survey that related the ratio of students who received mail from professional organizations that they wrote to, to the students who did not receive additional information in the mail.

The careers written for information are as follows in random order:

Elementary Teacher
Veterinarian
Police Officer (3)
Computer Programmer (2)
Marine Engineer
General Duty Nurse (2)
Accountant (8)
Investigator
Radio Announcer
Social Worker (3)
Musician/Instrumental (2)
Medical Secretary (4)
Computer Operator
Travel Agent
Real Estate Agent
Pediatrician (2)
Surgeon
Child Care
Plumber
Clerk-typist (6)
Bookkeeper (3)
Construction (2)
Game Warden
Art Illustrator (2)
Truck Driver
Bartender

Our sophomores will write postal cards again in March, 1984, and our grade 8 students will write postal cards again in May, 1984.

We do use the GIS files quite extensively combined with TSC career opportunity filmstrips, career boxes, and livelyhoods filmstrips.

I am enclosing a notice I received in reference to clerk-typist and bookkeeper careers written to Office Education Association by eight (8) of our sophomores.

I hope that I might have been of some assistance in your up-dating process and hope that you realize our extensive use of the GIS files in grades 8 through 12. Any questions, please call me at (201) 991-6800, Ext. 211.

Please keep in touch and thank you.

Sincerely yours,

Frank Kartan

Frank Kartan, Guidance Counselor
North Arlington High School

SOPHOMORE SURVEY FOR JUNIOR YEAR SPEAKERS AND FIELD TRIPS IN CAREER CLUSTERS - JUNE 1983

SKILLED CRAFTS	TECHNICAL	LEGAL	MAUAL WORK	MATH - SCIENCE
Auto. Mech. (3) Cook - Chef (3) Carpenter (3) Auto Body (4)	Electronics Tech. (2) Electrician (3) Drafting (1)	Legal Secretary (3) Lawyer (4)	Construction (2) Truck Driver (2)	Electrical Eng. (1) Engineer (2) Biologist (1) Architect (2) Biochemist (2) Science Field (1) Physicist (1)
COMMUNICATION	**MUSIC WORK**	**MANAGEMENT**	**CLERICAL WORK**	**MEDICAL - DENTAL**
Journalist (2) Sports Announcer (1)	Musician (2)	Retail Store Mgt. (2) Business Mgt. (3) Food Service Mgt. (1)	Secretary (16)	Medical Field (5) Pediatrician (2) Medical Assist. (1) Dental Assist. (1) Occup. Ther. (2) Medical Secr. (2) Athletic Trainer (1)

ENTERTAINMENT	CUSTOMER SERVICE	SOCIAL SERVICE	EDUCATIONAL WORK	DATA - ANALYSIS
Modeling (2) Actress (1)	Fireman (1) Beauty Culture/ Cosmetology (11) Police (3) Security Guard (1) F.B.I. (1)	Psychiatrist (1) Nursing (3) Psychology (6) Counselor (1) Social Science (1)	Phys. Ed. Teacher (2) Sec. Teacher (2) Elementary Teacher (1) Nursery School Teacher (1)	Computer Oper. (8) Computers (7) Accounting (5) Computer Prog. (11) Data Processing (5)
ART WORK	PERSONAL SERVICE	SALES WORK		
Art Career (4) Fashion (2) Fashion Merch. (2) Interior Design (1) Graphic Designer (1) Illustrator (3) Jewelry Designer (1)	Naval Officer (1) Pilot (1) Travel Agent (1) Armed Service (2) Interpretor (1) Bartender (1)	Sales Person (1) Retailer (1)		

GRADE 11 "THINGS TO DO THE SECOND HALF OF THE JUNIOR YEAR"

North Arlington High School
Guidance Department
Project Lead the Way
Frank Kartan, Coordinator
Summer 1983

PROJECT LEAD THE WAY

JUNIOR "THINGS TO DO THE SECOND HALF" OBJECTIVES

1. To conduct a seminar to review with all juniors the obvious directions that will be taken by them after high school graduation.

2. To offer ideas, suggestions and questions to be answered in order to assist students in the developmental planning and directions in their future decision-making process.

3. To display visually the types of Guidance Information Service (GIS) materials available this year as juniors.

4. To allow each student time in the English 3 classes to complete a preliminary survey of his/her tentative plans used to supply each student with GIS literature on careers and schools.

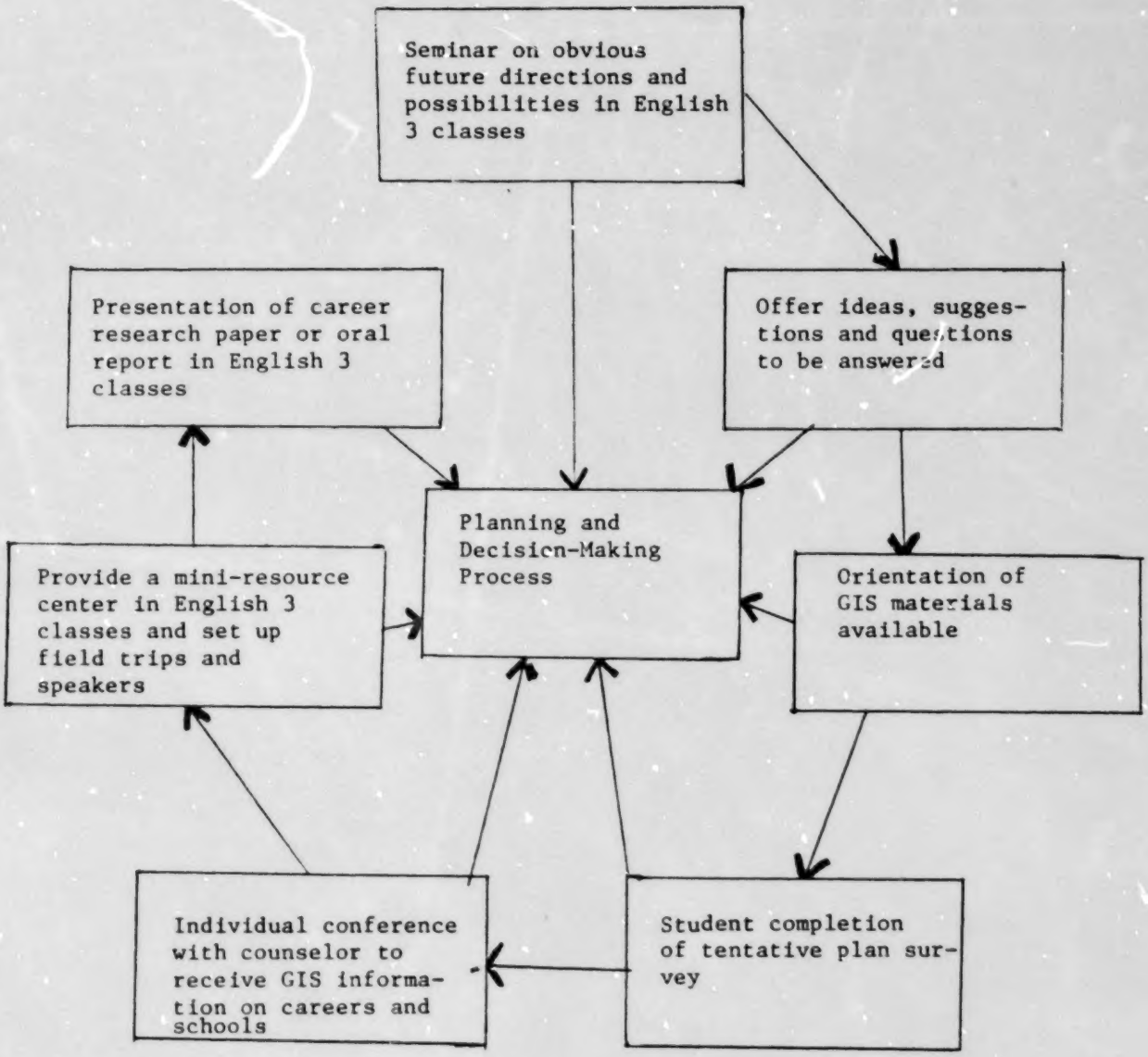
5. To individually confer with his/her guidance counselor to discuss and receive information on careers and schools.

6. To write a career paper or do an oral report in conjunction with the English 3 Curriculum and under the supervision of and graded by their English 3 teachers.

7. To provide speakers and field trips for specific groups of students based on the sophomore cluster interest survey.

THINGS TO DO DURING THE SECOND HALF OF THE JUNIOR YEAR

Procedural Flow Chart


Seminar on obvious future directions and possibilities in English 3 classes
Presentation of career research paper or oral report in English 3 classes
Offer ideas, suggestions and questions to be answered
Planning and Decision-Making Process
Provide a mini-resource center in English 3 classes and set up field trips and speakers
Orientation of GIS materials available
Individual conference with counselor to receive GIS information on careers and schools
Student completion of tentative plan survey

PROCEDURES: GENERAL DESIGN

The Junior Year Program entitled "Things To Do During the Second Half of the Junior Year" is a follow-up program geared to assist students with their more specific plans of their future. It will take place during the second marking period which encompasses November and December within the English 3 classes. This program would include the following procedural objectives:

A. To conduct a seminar to review with all juniors the obvious directions that will be taken by them after high school graduation.

   Using a four page brochure, transparencies and an overhead projector, a counselor would conduct a seminar to review with all juniors in their English 3 classes the obvious possibilities that will occur with students after high school graduation.

   Discussion will center around the students need to develop plans on whether to go to work, go into the armed service, undergo an apprenticeship, attend a trade, technical, nursing, or secretarial school, or attend a two or four year college.

B. Offer ideas and suggestions and questions to be answered in order to assist students in the developmental planning and directions in their future decision-making process.

C. To display visually the types of Guidance Information Service (GIS) materials available this year as juniors.

   Using transparency copies, a visual display of the types of Guidance Information Service (GIS) computer materials would be presented as a preview of materials available to the juniors. Presentation would be in the English 3 classes and would include more specific personal characteristic descriptions of jobs and careers, lists of colleges in New Jersey or any other schools and list of trade, nursing, technical or secretarial schools.

D. To allow each student time in the English 3 classes to complete a preliminary survey of his/her tentative plans used to supply each student with GIS literature on careers and schools.

E. To individually confer with his/her Guidance Counselor to discuss and receive information on careers and schools.

F. To write a career paper or do an oral report in conjunction with the English 3 Curriculum and under the supervision of and graded by their English 3 teachers.

The Junior Year Program is a follow-up program that is initiated and implemented for students in their third year of high school and is geared to assist eleventh (11th) graders with their more specific career decision-making plans.

The Junior Year Program will include "Junior Career Week" which will be a five day program during the first week of November. The program entitled "Things To Do During The Second Half Of The Junior Year" would be structured to provide a five day seminar in the English 3 classes to offer ideas, suggestions, and questions to be answered in order to assist students in the developmental process of planning and decision-making. Tentative plans would be submitted for the dissemination of added CIS career literature and educational information. Individual conferences would be culminated with the development of a career research paper and/or oral report in the English 3 classes. During Junior Career Week career speakers will be brought in from industry to talk to the entire junior class. Career areas will be based upon the end of the year sophomore survey that includes the career cluster interests of the students in the present junior class. The English 3 teachers will also have an orientation on the class required career oral reports or career research papers that are developed during the period of November to January.

During the year a variety of career speakers from industry will talk to the students in specific classes and field trips will be taken on a small class basis to different industries. Students in their third year of high school in North Arlington are working on their individual interest and plans for their future that includes:

1. No further training, simply going to work.

2. Trade, technical, nursing or secretarial schools.

3. Apprenticeship.

4. Two year junior or community college.

5. Four year college.

6. Armed service.

Hopefully with the structured, sequential, and coherent plans of Project Lead the Way, students at North Arlington High School are making realistic career decisions that are leading to better educational planning and occupational choices during and after their senior year in high school.

PROJECT LEAD THE WAY

THINGS TO DO DURING THE SECOND HALF OF YOUR JUNIOR YEAR

Guidance Department
NORTH ARLINGTON HIGH SCHOOL

November 1983

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT

November 1983

To: Juniors - Class of 1985

From: Mr. Ferguson
Miss La Forge
Mr. Kartan
Mr. Delaney

Re: THINGS TO DO DURING THE SECOND HALF OF YOUR JUNIOR YEAR

A. Most Important

During the latter part of your Junior year you should be taking every opportunity to improve your performance in your classes and not go in reverse and fall flat on your face! Scholastically you should try to get as much knowledge from your courses because unless you fail (and who wants to fail a course) you will not take these courses again. REMEMBER, YOU NEED 4 POINTS TO PASS A COURSE AND 110 CREDITS TO GRADUATE. RANK IN CLASS ALSO WILL PLAY AN IMPORTANT PART IN BEING ACCEPTED TO COLLEGE.

B. PERK UP AND START THINKING ABOUT SOMETHING WORTHWHILE-YOUR FUTURE!!

Most of you should live another fifty (50) years and work at least forty (40) years according to actuarial statistics. I believe it might be to your advantage to spend sometime during the remainder of the year thinking of possible initial plans that you could have when you graduate from high school.

Some obvious possibilities are:

1. No further training, simply going to work. (Occupation)

2. Trade, Technical, Nursing or Secretarial schools. (Vocation)

3. Apprenticeship

4. Two year Junior or Community College.

5. Four year college.

6. Armed Service

C. IF YOU PLAN TO WORK-there are three things you need to know before you start job hunting.

1. You should know something about yourself-what you enjoy doing and what kind of person you are. Think about whether you would like to work primarily with people or with things.

2. You should know the kinds of skills you have and which skills are required for specific jobs. Examples: Typing, Shorthand, Business Machines, Electronics, Auto Repair, etc.

3. You should be able to find out about what jobs are available within the distance you want to commute by checking the following sources:

a. Newspaper advertisements.
b. New Jersey State Employment Agency.
c. Private employment agencies.
d. Friends and relatives who can inquire where they work.
e. Personnel office of companies where you would like to work.
f. Counselors, D.E. and C.I.E. teachers.

D. IF YOU ARE INTERESTED IN A TRADE, TECHNICAL, NURSING OR SECRETARIAL SCHOOL. You might try to answer the following questions:

1. Does the school offer the program you want?

2. How much does it cost?

3. Does that include books, tools and fees?

4. In case you change your mind, do you get a refund?

5. Where is the school located?

6. Can you live at home? If so, how much will transportation add to your total expenses?

7. Have you visited the school? Is it in a town or big city?

8. Is the equipment modern?

9. Do you know anything about the instructors?

10. Is the program up to date?

11. What kind of certificate will you receive?

12. Are credits transferable to another school or college?

13. Can you work while going to school?

14. Does the school have a placement officer to help you find employment after graduation?

15. Do you think you can get a similar or better program at a Community College?

E. IF YOU ARE INTERESTED IN AN APPRENTICESHIP-do you know that an apprenticeship is a planned program of on the job training and classwork available through unions?

Do you know that an apprenticeship is a training program for skilled trades and crafts?

Do you know some examples of skilled trade occupations are printers, machinists, bricklayers, electricians, carpenters, and plumbers?

Do you know that you can get information in the following three ways?

1. Bergen County Vocational Adult School, 200 Hackensack Avenue, Hackensack, New Jersey, 07601, telephone 201-343-3281.

2. Bureau of Apprenticeship and Training, U.S. Department of Labor, Room 838, 970 Broad Street, Newark, New Jersey, 07102, telephone 201-645-3880.

3. Go directly to a company that you know offers an apprenticeship opportunity.

F. IF YOU ARE INTERESTED IN A TWO (2) OR FOUR (4) YEAR COLLEGE-you should try to find answers to the following:

1. What are some major areas that you would like to pursue in college?

2. What are some colleges that might offer programs of your interest?

3. What are the college entrance requirements? Do you need college boards?

4. How much money do you think you might have?

5. Would you like to visit the college? Could you and your family afford it?

6. Does the college offer financial aid?

7. Are there work-study programs?

8. Can you apply for scholarships?

9. Do you want to start at a two year school and then transfer to a four year college?

10. Are you certain you want to go to college?

G. IF YOU ARE INTERESTED IN THE ARMED SERVICES -you should:

1. Contact your Guidance Counselor for information on the different brances of the services, including information from the G.I.S. computer hook-up.

2. Contact the local Recruiting Officer in this area.

3. Attend Armed Services Programs held through the Guidance Department.

4. Take the ASVAB Test. (Check with the Guidance Department)

H. IMPORTANT! IMPORTANT!

Students who might be interested in a two or four year college or a nursing school should apply to take the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (CEEB) on SATURDAY April 7, 1984 here at North Arlington High School. Applications are available in the Guidance Department.

DEADLINE DATE FOR FILING APPLICATION FOR (SAT) IS MARCH 2, 1984. Fee is $10.50.

I. ALSO REMEMBER!! The Guidance Department at your high school contains an infinite amount of information on careers, colleges, technical and trade schools, secretarial schools, nursing schools - - You name it - - The Guidance Office has it - - if not - - your counselor is available to direct and assist you in finding the information you are seeking. Take advantage and use:

1. Various educational and occupational Guides.
2. Occupational and Educational Viewdeck.
3. Career Briefs.
4. Occupational Filmstrips
5. Files of career literature.
6. College Catalogs.
7. Catalogs on many forms of higher education
8. Scholarship and Financial Aid Information.
9. Armed Service Information.
10. Appreciceships.
11. GIS (Guidance Information Service)that includes, Occupations, Armed Service Occupations, Colleges, 4 year, Colleges, 2 year, Graduate Courses, Financial Aids, Vocational and Trade Schools.

J. VERY IMPORTANT! You should write to schools of your interest and ge several brochures and catalogs that contain vital information. If you are considering a certain college or special school, you should take the opportunity to visit that school in the near future or during the summer. The final decision belongs to you and your parents, but do make use of all possibilities in making this important decision.

K. Keep in mind that you are invited to attend conferences that are presented by representatives of different schools in the Guidance Department. Make certain you listen to the announcements in order to find out when various representatives are to be in the Guidance Department.

L. For higher education information you will be able to call the Education Hot-Line at 800-792-8355 (Toll free call).

M. Take good care of your future because that's where you're going to spend the rest of your life!! Stop playing games and remember that the best way to get something done is to begin!!

LEARN FROM YESTERDAY WORK FOR TODAY PLAN FOR TOMORROW

FK:mb

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT

November 1983

PRELIMINARY SURVEY - PROJECT LEAD THE WAY

To: Members of the Class of 1985

This survey is to help both counselor and counselee. Please complete the following statements that relate to your tentative plans for the future:

1. _____ _____
(your Name) (Your counselors name)

2. What are you thinking of doing after you graduate? (Check those that apply)

a. Go to work_____
b. Go to a trade or technical school_____
c. Go to a nursing school_____
d. Go to a secretarial school_____
e. Go to a two year college_____
f. Go to a four year college_____
g. Go into the Armed Service_____
h. Go into an apprenticeship_____

3. What kind of work, vocation or career are you interested in? Please be specific._____

4. If you plan to go to school, list the state(s) and the subject areas you are interested in:

STATE	MAJOR SUBJECT AREA OF INTEREST
_____	_____
_____	_____
_____	_____

5. If you plan to go into the Armed Service, please list the branch of service you are interested in:_____

6. If you have any other plans, what are they?_____
_____

7. Please explain in what way you might want your counselor in the Guidance Department to help you this year:_____
_____

8. What career do you plan to use for your Career Paper?_____

THIS SURVEY WILL BE USED BY YOUR COUNSELOR TO SUPPLY CAREER AND SCHOOL INFORMATION FROM THE GUIDANCE INFORMATION SERVICE COMPUTER.

FK:mb

NORTH ARLINGTON HIGH SCHOOL
GUIDANCE DEPARTMENT

November 16, 1982

To: Members of the English 3 classes

From: William F. Ferguson, Director of Student Personnel Services
Frank Kartan, Guidance Counselor

Re: Evaluation of Junior Career Program

The last part of the Junior Career Program involves the receiving of literature on careers and schools during November and December. Will you please complete the following to help evaluate the program held in your English 3 classes two weeks ago.

CHECK ONE ANSWER FOR EACH

1. I_____enjoyed_____did not enjoy the two day program in the English 3 class with Mr. Kartan, Guidance Counselor on Monday and Thursday.

2. I believe the four page brochure and the three pamphlets _____will help me_____will not help me plan for my future.

3. I_____am_____am not aware that I will receive additional career and school literature from the GIS computer hook-up my Guidance Counselor.

4. I_____enjoyed_____did not enjoy the film "Anything You Want to Be" shown by Mrs. Alger on Tuesday.

5. I thought the program on Wednesday with Mr. Ronald Erlich from Western Electric was _____worthwhile_____not worthwhile.

6. I believe the career paper or career report will be_____helpful_____ not helpful in my career decision making process.

7. I found the entire weeks program to be_____worthwhile_____not worthwhile.

8. I_____have shown and discussed_____have not shown and discussed the literature with my parents or guardian.

9. Please list any other comments that you feel important about the program:

_____

_____

_____

_____

_____

_____

FK:mb

NORTH ARLINGTON HIGH SCHOOL
PROJECT LEAD THE WAY

TO: Mr. Steiner, Mr. Blanco, Mr. Praschak, Mr. Kinloch, Mr. Ferguson, Miss LaForge, Mr. Delaney, Mr. LaScala, Ms. Poulo, Mrs. Alger, Department Chairpersons, NJ Department of Vocational Education

FROM: Frank Kartan, Coordinator
Project Lead the Way

RE: Student Evaluation of Junior Career Week

On November 16, 1982, the Junior students in Mrs. Alger's and Ms. Poulo's English 3 classes evaluated the five day Junior Career Week Program that they had the previous week. A total of 118 students participated in the survey. The results are as follows:

1. 97 students or 82% enjoyed the two day "Things To Do The Second Half of the Junior Year" program with Mr. Kartan, Guidance Counselor and 21 students or 18% did not.

2. 99 students or 84% believe that the four page brochure reviewed the first day will help them plan their future and 18 students of 15% thought it will not help.

3. 97 students or 82% are aware that they will receive additional career and school literature from the GIS computer hook-up and 21 students or 18% are not aware.

4. 13 students or 11% thought the program on Wednesday with the representative from Western Electric was worthwhile and 101 or 86% not worthwhile.

5. 80 students or 68 enjoyed the New Jersey Bell Telephone Company film "Anything You Want To Be" shown by Mrs. Alger on Tuesday and 31 students or 26% did not enjoy the film.

6. 98 students or 83% believe the career paper or career report will be helpful and 20 students or 17% will find it to not be helpful.

7. 63 students or 53% have already shown and discussed the variety of literature with their parents or guardian and 55 students or 47% have not.

8. Most important, 108 students or 92% found the entire weeks program worthwhile and only 10 students or 10% did not.

GENERAL CONCLUSION

The activities of Junior Career Week were highly successful considering that 92% of the juniors surveyed found the entire weeks program to be worthwhile. The representative from Western Electric received an extremely poor rating from the students and Western Electric was notified about the poor performance. Additional career speakers may be included this coming year during the Junior Career Week.

PROJECT LEAD THE WAY
GUIDANCE DEPARTMENT
North Arlington High School
North Arlington, New Jersey

October 1983

Dear Parents and/or Guardians:

The members of the North Arlington High School Guidance Department schedule an extensive sophomore-junior-senior developmental career program. The program has been extended to include the eighth through ninth grades as part of Project Lead The Way.

A one-day seminar in the senior English classes is centered on discussion of information about college board tests, application procedures, job forecast information, Higher Education Night, school visitations, scholarships and the GIS computer.

Seniors undergo individual conferences with their counselors during September and October. Career decision-making plans are the prime objective of the conferences. The programs have been highly successful the past years with just about 90% student approval.

The junior program entitled "Things to Do During the Second Half of the Junior Year" is scheduled to take place during the first week in November. The Guidance Counselor will present a two-day seminar in each of the English 3 classes to the juniors. Realistic direction to take will be discussed with students aided by a four-page brochure and transparencies. Students will receive Guidance Information Service (GIS) literature on their career interests, lists of higher education schools that include addresses and telephone numbers after completing a preliminary survey.

Alumni career speakers will be invited to speak to the juniors on Tuesday, November 1, 1983, and Wednesday, November 2, 1983. Field trips to Fisher Scientific, ADP, NJ University of Medicine and Dentistry, IBM, PSE&G, Capri Institute, and possibly Exxon and PSE&G Generating Station.

English 3 teachers will have a one-day orientation program on the career papers or oral reports on November 4, 1983

The Sophomore Career Exploration and Awareness Program is scheduled to take place with the English 2 classes during a week in January. All counselors will be directly involved in a three-day program. The program includes a Guidance Department information orientation, a career decision-making survey, student job selection, and computer job descriptions from the GIS computer hook-up. Postal card writing for more career literature will take place in the English 3 classes in March.

Both programs also involve a follow-up individual counselor conference during November and December for the juniors and February and March for the sophomores. The Developmental Career Program is sponsored by the North Arlington High School Guidance Department as a structured service to assist all students in their career planning and decision-making process that will lead them into the world of work.

Grade 9 students will have 10 Career Opportunity Filmstrips infused into the Grade 9 subject classes in February and March. The filmstrips will be shown by the individual academic teacher of each discipline. For example, career opportunities in mathematics will be shown in the Algebra 1 and pre-tech math classes and career opportunities in English will be shown in the English 1 classes. Grade 9 students will also receive copies of Time Share Corporation Career Brief and a list of varying careers related to each subject area.

Grade 8 students will review Livelyhood Filmstrips that focus on 15 Department of Labor Occupational Clusters. The filmstrips will be infused into the Grade 8 subject classes of English, mathematics, science, and social studies and will be shown by the individual academic teachers or counselors. The filmstrips will encompass over 90 or more jobs and will be shown between October and January each Monday.

Grade 8 students will be given the Harrington/O'Shea Decision-Making Survey in conjunction with the English 8 classes. Students will complete job description request forms with a career interest and will receive a computer job description from the GIS computer hook-up. In May, students will write free postal cards for additional career literature.

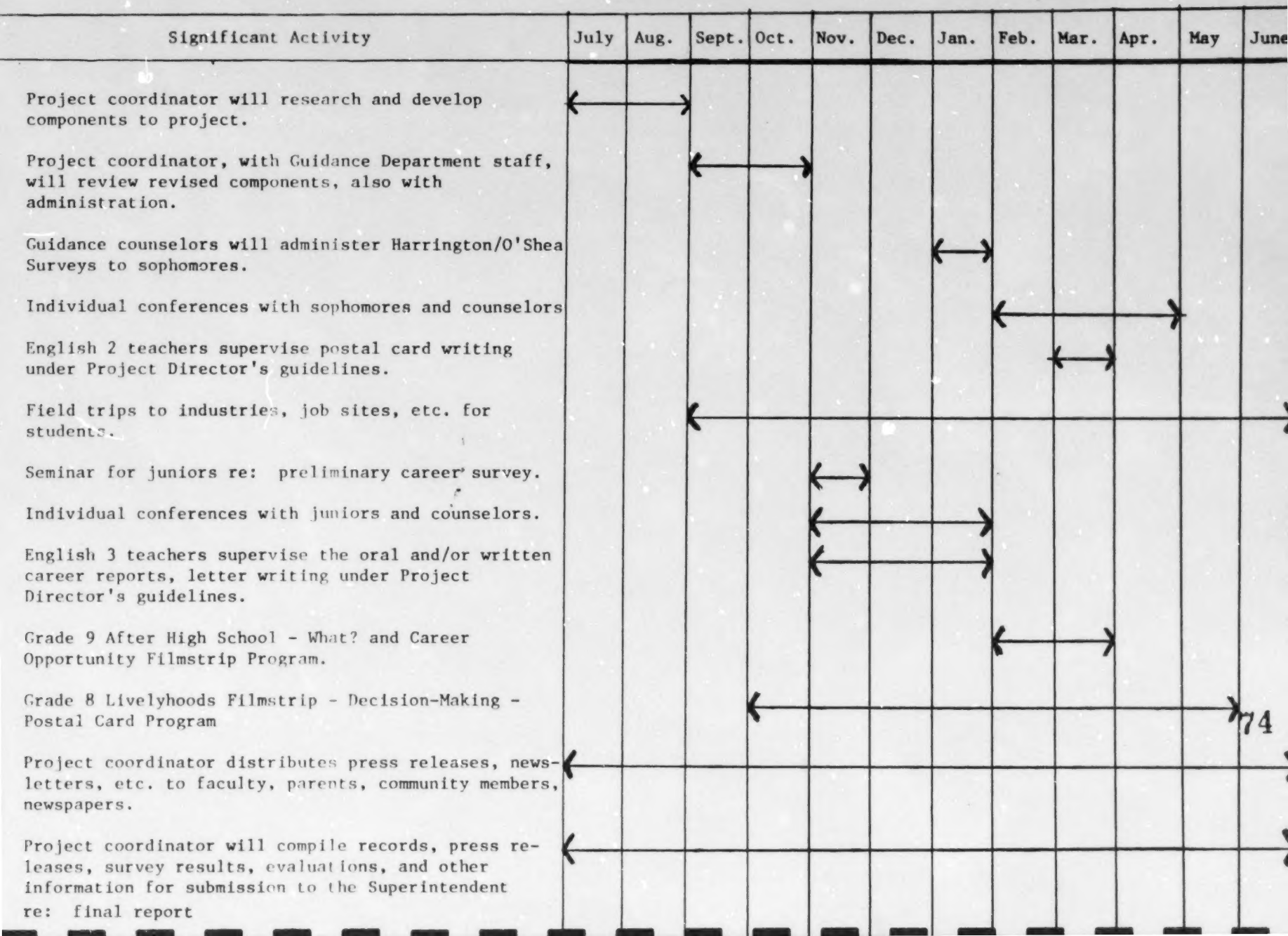
Again, our Developmental Career Guidance Program that will involve Grades 8 through 12 is part of the service and total structured guidance program to assist students in becoming more aware of the world of work that they live in and will work in themselves. Parents are asked to be concerned about their children's future plans and should review with them the programs and any literature received during the programs.

Very truly yours,

William Ferguson
Director of Student Personnel Services

Janet LaForge
Frank Kartan, Coordinator - Project Lead the Way
John Delaney
Guidance Counselors

MANAGEMENT TIMELINE
1983-84


Significant Activity
July
Aug.
Sept.
Oct.
Nov.
Dec.
Jan.
Feb.
Mar.
Apr.
May
June
Project coordinator will research and develop components to project.
Project coordinator, with Guidance Department staff, will review revised components, also with administration.
Guidance counselors will administer Harrington/O'Shea Surveys to sophomores.
Individual conferences with sophomores and counselors
English 2 teachers supervise postal card writing under Project Director's guidelines.
Field trips to industries, job sites, etc. for students.
Seminar for juniors re: preliminary career survey.
Individual conferences with juniors and counselors.
English 3 teachers supervise the oral and/or written career reports, letter writing under Project Director's guidelines.
Grade 9 After High School - What? and Career Opportunity Filmstrip Program.
Grade 8 Livelyhoods Filmstrip - Decision-Making - Postal Card Program
Project coordinator distributes press releases, newsletters, etc. to faculty, parents, community members, newspapers.
Project coordinator will compile records, press releases, survey results, evaluations, and other information for submission to the Superintendent re: final report

MANAGEMENT TIMELINE
1983-84

Significant Activity	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Project coordinator will have students in Grades 8 through 11 evaluate programs.											
Individual conferences with Grade 9 students									←	—	→
Individual conferences with Grade 8 students											←

PROJECT LEAD THE WAY

Schedule of 1983-84 Career Programs

Grade 12

September - One day seminar in English 4 classes with Mr. Ferguson

Sept/Oct - Individual conference with counselor

Grade 11 - "Things to Do the Second Half of the Junior Year"

Oct 30-Nov 4 - 1983, Junior Career Week - English 3

October 31 - "Things to Do", Part I - Mr. Kartan

November 1 - Alumni career speakers

November 2 - Alumni career speakers

November 3 - "Things to Do", Part II - Mr. Kartan

November 4 - Weeks Discussion - Career Research - Mrs. Alger, Ms. Poulo

November - Evaluation survey

Nov/Jan - Individual conference with counselor

Field Trips (FT) - Speakers (S)

October 12 - Bergen Record - Careers in Journalism - S - 10:15

October 21 - Capri Institute - FT - 9:30

November 16 - PSE&G - Generating Station - FT - 9:30

December 7 - PSE&G - Office Practice - FT - 9:30

January 25 - Fisher Scientific, Fairlawn - Chemistry - FT - 9:00

February 17 - ADP - Computer Entry - FT - 10:00

March 23 - ADP - Computer Entry - FT - 10:00

April 11 - NJ University of Medicine and Dentistry - Col. Bio. FT - FT - 10:00

May 9 - Exxon Research and Engineering - FT

May 30 - IBM - Computer Science - FT - 9:30

Grade 10	-	Sophomore Career Exploration and Awareness Program (SCEAP)
January 17	-	Guidance Department Orientation
January 18	-	Harrington/O'Shea Decision-Making Survey - Counselors'
January 19	-	Job Description Selection - Counselors
January 27	-	Evaluation Survey
March 13	-	Receive Job Description - Mr. Kartan
March 14	-	Postal Card Writing - English 2
May 29	-	Evaluation of Program
Feb/Mar/April	-	Individual conference with counselor
Grade 9	-	Career Opportunity Filmstrip Program
January 30	-	"After High School - - - What?" Program
Feb/Mar	-	Filmstrips on Careers shown by Freshmen teachers in academic classes
	-	Jobs in Physical Education to be shown each cycle of Health Class
April/May	-	Individual conference with counselor
June 1	-	Evaluation survey
Grade 8	-	Livelyhood Filmstrip - Decision-Making - Postal Card Program
October 3	-	Orientation and Introductory Filmstrip
Oct/Jan	-	15 Filmstripss on occupational clusters each Monday
February 28	-	Harrington/O'Shea Decision-Making Survey
May 10	-	Receive Job Description
May 11	-	Postal Card Writing
May/June	-	Individual conference with counselor
May 31	-	Grade 8 Evaluation survey

PROJECT LEAD THE WAY

Field Trips - Speaker Contacts

New Jersey Bell	- 649-2516	Mrs. Gruzdis, Newark
	- 836-9922	Elsie Negron, Hackensack
	- 649-3605	Reggie Valentine - Alice Burkdard
		Helpful Hints - no tour
IBM - Franklin Lakes	- 848-3027	Bob Thorton
	- 848-2148	Amy Vera Gomez
		Limit 25 students -
		a.m. - 2 hours
Newark Star Ledger	- 877-4100	Larry Lynch
		Limit 25 students -
		1 hour
Ford Assembly	- 548-2000	Mr. Menninghal, speaker
	Ext.225	no tour
	- 643-1900	Dick Savner - Ford Export
General Motors	- 474-4050	Have tour 12:15 p.m. and 7:15 p.m.
PSE&G	- 430-5872	Community Relations - film - speaker
	- 430-7560	Glenn Richards, computers
	- 430-7473	Mr. Gilberti
		Douglas Benner, PSE&G
		Employment and Placement
		80 Park Plaza 2A
		Newark, NJ
	- 430-5877	H. Frowery
Prudential	- 877-6844	Jean Coleman, tour
		Limit 30 students
Hoffman LaRoche	- 234-5000	Maria Torez
	- 235-4715	Halassah Tucker
		Speakers - Research Film
Exxon Refineries - Linden	- 474-7640	Marshall Andrews, Public Relations
		Speakers and tours
		Juniors - seniors
		English - math - science
		Limit 35 students
	- 474-2705	Fred Eldridge - Research Engineering
Western Electric	- 468-5677	Madelyn Jones
	- 468-7724	Ron Erlich
		Career speakers
	- 465-4062	Lila Ward - Kearny

NJGPA	-	994-4888	Merryl Bauer
	-	540-0940	Jack Denman - Haskens speakers - accounting slides - handouts
ADP	-	472-1000	Helen Leaycraft Susan Reicher, tours Allen Hughes, speaker
ITT	-	284-0123	Mr. Freeman, Public Relations
Apprenticeships	-	645-3880	Mr. Jordan Mr. Driscoll Have films and speakers with handouts
Jersey City State	-	547-3005	Frank Capone, Career Planning Service
Chamber of Commerce South Bergen - West Hudson	-	991-5600	David Carlson
Montclair State	-	893-4000	Speakers' Bureau, non-career
Upsala College	-	266-7191	Dr. Loh, non-career
WABC	-	488-4120	NJ Division
WPIX	-	933-6881	Rutherford
	-	212-949-1100	Marty Appel, Public Relations
Bergen Record	-	646-4273	Kevin Fennelly Paul Dahl
	-	646-4346	Elaine Bender
NJ University Hospital - School of Medicine and Dentistry	-	456-4058	Jenita McDaniels Director of Comm. Relations
Fisher Scientific	-	796-7100	Stuart Andrews Ellen Frazier
PSE&G Generating Station	-	430-5862	Miss Brooks
Capri Institute	-	772-4610	Elizabeth A. Sedwick
NJ Chamber of Commerce	-	623-7070	William Payne
WPAT (Radio)	-	345-9300	Ken Lamb, Peter Roberts, Bill Badger
NJ Department of Voc. Educ.	-	609-984-5957	Shirly Morton, Ann DiAngelo